

SAE Handbook, Lesson 8

How will my SAE be evaluated?

Unit. Supervised Agricultural Experience

Problem Area. How will my SAE be evaluated?

Student Learning Objectives. As a result of this lesson, the student will...

1. Describe how the SAE program will be evaluated
2. Prepare for an SAE supervisory visit



Time

Instruction time for this lesson: 50 minutes



Resources

<http://www.cals.ncsu.edu/agexed/sae/toolbox/index.html>



Tools, Equipment and Supplies

A heavy object such as a concrete block

SAE.8.TM.A-C

A long piece of wood or pipe

SAE.8.AS.A

A watch or clock with a second hand

SAE.8.Assess

Writing Surface

SAE.8.PPT (The information in this

Overhead Projector

presentation is also available as a PowerPoint.)



Key Terms

The following terms are presented in this lesson and appear in bold italics:

- ***Efficiency Factors***
- ***Net Income***



Interest Approach



Activity

This lesson focuses on how the SAE program will be supervised and evaluated. To prepare for class you will need to get a heavy object such as a concrete block and a piece of wood or pipe several feet long. Before class starts you will need to weigh the heavy object and measure the piece of wood or pipe.



How many of you are good at measurement? We are going to start class today by having a measurement contest. Get a sheet of paper and number it to three. Your first task is to guess in feet and inches how long this long object is. Next, you will guess how much this object weighs. And the final task is to see how well you can measure time. Put your head down on your desk and close your eyes. When I tell you to start you will mentally think about how long a minute is. When you think a minute has passed, raise your hand, but keep your eyes closed. I will be watching and will see who raises their hand at one minute. After everybody has raised their hand, I will tell you to open your eyes.

Do these three activities and congratulate the student who was closest in each of the three measurements.



Who can tell me what instrument was used to determine each of these measurements and what the unit of measurement was? A scale was used to weigh the heavy object and the unit of measure was pounds and ounces. A tape measure was used to measure the long object and the measurement was in feet and inches. A watch was used for the final measurement of time and the scale was seconds.

Summary of Content and Teaching Strategies

OBJECTIVE 1: Describe how the SAE program will be evaluated.



During our recent classes we have been talking about the SAE program. There are a variety of different types of SAE activities, and they will need to be evaluated on a regular basis. But the question is, "How should the SAE be evaluated?" Can we evaluate all the different types of SAE programs the same way? The obvious answer is no. Who can name some of the ways in which we might be able to evaluate your SAE program?

After 2-3 minutes of discussion, divide the class into small groups and pass out SAE8.AS.A. The students are to brainstorm at least three different measures of evaluation that can be used with each type of SAE. You might need to provide a hint or two to get them started. Walk around the room as they work on this activity. Allow 15-20 minutes for the activity. At the end of this time, have students tell what evaluation measures they have come up with.



Here are some of the factors I will be looking at when I evaluate your SAE program.

Show SAE.8.TM.A and discuss. Since each teacher may have different expectations and requirements, some modifications may need to be made in the transparency.

Possible Factors to Use in Evaluating the SAE

Entrepreneurship:

1. Accuracy of Records
2. Neatness of Records
3. Dates of Records
4. **Net Income** (Total Income minus Total Expenses)
5. Are good management practices being used?
6. **Efficiency factors** (yield per acre, number of offspring raised, etc.)
7. Improvements made since the last observation
8. Cleanliness of facilities
9. Customer satisfaction
10. What skills were learned?

Placement:

1. Satisfaction of the employer
2. Number of hours worked
3. Accuracy of Records
4. Neatness of Records
5. Currency of Records
6. Does student report to work on time?
7. Ability to get along with the other workers
8. Ability to get along with customers
9. Skill in performing the expected tasks
10. Attitude of the student

Agriscience Research:

1. Was the scientific process used?
2. Was data recorded accurately?
3. Was a thorough review of the literature conducted?
4. Was the research conducted ethically?
5. Are the records accurate, neat and current?
6. Were the conclusions on target?
7. Was the display of results neat and accurate?
8. Was the research communicated clearly?

Agricultural Service Learning:

1. How many hours were involved?
2. How well was the job done?
3. What was learned?
4. What was the reaction of the beneficiaries of the service learning project?
5. Were records kept on the activity, and what shape are they in?

Exploratory:

1. How many different activities were conducted?
2. How many hours were involved?
3. What was learned?
4. Accuracy of Records
5. Neatness of Records
6. Dates of Records

Improvement:

1. How well was the activity performed?
2. How many hours were involved?
3. Accuracy of Records
4. Neatness of Records
5. Dates of Records
6. Was the appearance, efficiency or operation of the business, farm or home improved?

Supplementary

1. Accuracy of Records
2. Neatness of Records
3. Dates of Records
4. How many supplementary activities were performed?
5. How many hours were involved?

Directed School Laboratory:

1. How many hours were worked?
2. What was the quality of the work done?
3. What was the scope or size of the activity?
4. Accuracy of Records
5. Neatness of Records
6. Dates of Records

OBJECTIVE 2: Prepare for an SAE supervisory visit



One of the responsibilities I have in regards to your SAE program is to visit your SAE. There are several reasons why I visit your SAE program. What do you think some of these reasons might be?

Have students suggest some reasons for SAE visitation. Display SAE.8.TM.B and discuss

SAE.8.TM.B

Why Do Agriculture Teachers Make SAE Visits?

- Get to know the student and work situation better
- Get a chance to know parents and/or employer better
- Identify other potential opportunities for SAE activities at the home or place of employment
- To get ideas about what parts of the instructional program to emphasize based upon the SAE
- Make suggestions for improvement
- Teach skills and techniques
- Check the Record Book in the real world setting
- Make suggestions for the future
- Evaluate the SAE
- When I come out to visit your SAE, what should happen?

Ask several students for their ideas and then show and discuss SAE.8.TM.C.

SAE.8.TM.C

Preparing for the Visit

Make an appointment in advance for the teacher to come for a visit. However, most teachers will make emergency visits if needed.

Be at the place of the visit (home, business, etc.) at the appointed time.

Dress appropriately. (In other words, don't dress up if you plan to take soil samples, groom calves, etc.)

If the visit involves livestock, consider having them near the house/barn.

Encourage parents to be available at the time of the visit.

Have record book available.

Be honest with the teacher about any problems you might be having with the SAE.

Ask for help if you need it. Remember, the teacher is there to help you. That is the job of the agriculture teacher.



Review/Summary

Go around the room and ask students for one item they expect to be evaluated on in regards to their planned SAE program.



Application

Extended Classroom Activity:

Have two students role play an SAE visit. Have one student be the teacher and one be the student.

FFA Activity:

Make a plan showing by year, the increasing size and scope of the SAE program that will be needed to earn the American FFA degree.

SAE Activity:

Have students draw a map from the school to the site of their SAE activity.

Evaluation:

SAE.8.Assess.

Answers to Assessment:

See SAE.8.TM.A-C for possible answers.

Evaluating the SAE

For each type of SAE, list at least three measures that could be used to evaluate that SAE:

Entrepreneurship:

- 1.
- 2.
- 3.

Exploratory:

- 1.
- 2.
- 3.

Placement:

- 1.
- 2.
- 3.

Improvement:

- 1.
- 2.
- 3.

Agriscience Research:

- 1.
- 2.
- 3.

Supplementary

- 1.
- 2.
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Agricultural Service Learning:

- 1.
- 2.
- 3.

Directed School Laboratory:

- 1.
- 2.
- 3.

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SAE Evaluation and Visits

- SAE